

Inspection date	10/03/2014
Previous inspection date	25/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Teaching is good because the childminder understands how to promote children's learning during play by following their interests. As a result, children's progress and development is good.
- Children develop an interest in storytelling and extend their imagination because they share books and tell stories to the childminder. As a result, they enjoy literacy and develop a broad vocabulary.
- Children develop an understanding of health and well-being because the childminder encourages them to meet their own care needs.
- The childminder uses policies and procedures with parents to promote consistency and underpin the relationship. Effective communication during the day supports the partnership and care for children.

It is not yet outstanding because

- Children are not always given maximum opportunity to explore their learning with materials and extend their learning by making decisions in the way that they play and exploring new materials.
- Children cannot freely initiate their own play and learning because access to resources is limited and some is inaccessible to children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the childminder's house and talked with the childminder and children.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's assessment records, evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.

Inspector

Lynne Talbot

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child aged 14 years in a house in Letchworth, Hertfordshire. The whole of the ground floor of the home is used for childminding and there is an enclosed garden available for outside play.

The childminder takes and collects children from school and also takes them to, and collects them from, several after school activities. There are currently five children on roll, two of whom are in the early years age group. Children attend for various part-time sessions. The childminder operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- help children to think of ideas and find ways to solve problems by modelling the language of thinking as they explore, yet supporting free independent exploration
- enhance children's independent choice by reviewing the free access to resources.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and engaged in their learning because the childminder uses the information gained through observation to plan activities which build on the children's interests. For example, children explore malleable dough with mechanical accessories with which they mould, push and press the dough to make shapes. Children demonstrate their emergent knowledge as they count the legs of the octopus, and describe, and name, the family of fish that they are making. They show an understanding of the world when they talk about the moon and stars that they are making. Children are adept at using simple tools and show good hand to eye control as they practise with such materials regularly. The childminder uses good teaching during such activities by enhancing learning with new vocabulary and offering general support for children's independent exploration. However, on occasions, her eagerness to support the youngest children means that they do not always have the chance to find things out for themselves or extend their independence fully. For example, she suggests that children use a knife and cut up the long pieces they have made or suggests that they gather the pieces together to make an elephant before finding all the relevant pieces for them to do so. This means that their involvement and

decision-making is not always maximised.

The childminder introduces children to their local community because they make excursions regularly and complete simple activities to learn about other cultures. For example, art activities linked to Divali are carried out and as a result children are interested in the world around them. Children show very good concentration skills and persistence when they complete jigsaw puzzles. The childminder encourages children to think this task through and offers gentle suggestions that help them to consider what they are looking at. Stories and books feature highly in the daily routine. Children choose their favourite books and settle comfortably with the childminder to share them. The childminder follows children's lead and consequently they love to tell the story themselves. Children use descriptive language to explain what they are seeing using a broad vocabulary; they use inflection and enthusiasm as they tell the story in an animated manner. This helps to consolidate children's interest in literacy and progresses their communication and language very well.

The childminder demonstrates a good understanding of the Statutory framework for the Early Years Foundation Stage and has established clear observation and assessment. She monitors children's progress carefully and checks their development against expected milestones. This helps her to build a plan for next steps for each child. Parents are involved within the planned programme and information is shared that allows the childminder to build on achievements made at home. For example, to build on new steps at home and the accomplishment of writing numbers, the childminder offers an electronic pad for children to carry on experimenting with numerals. As a result of the observation and assessment, and the effective planning, children make good progress. The childminder completes a progress check at age two when required. She provides a teaching environment within which children have opportunities to explore, learn actively and think critically. This lays the foundations for children's future learning and movement to school.

The contribution of the early years provision to the well-being of children

The childminder takes account of every child's individual need to provide settling-in procedures and works closely with parents to establish a positive relationship. For example, she offers sessions of suitable length and frequency to introduce children to the new surroundings. The childminder ensures that she works closely with parents in order to meet children's care needs. She uses text contact to keep parents informed about their children's day which supplements the brief contact at the beginning and end of the day. This helps her to work closely with parents to meet children's needs. Children demonstrate good attachment with the childminder and involve her in their play. She is attentive and offers children appropriate support and independence. As a result of these steps, children, from an early age, are beginning to be emotionally prepared for school or a move to another setting.

Young children behave well and receive consistent and positive behaviour management that helps them to develop good self-esteem. Children understand that they are valued because the childminder shows them that she respects their property when she asks them

if she may borrow an item. In this way, younger children learn to model that behaviour. Frequent praise shows children that they are valued and fosters good self-esteem. Children are well-nourished. The childminder supplements packed lunches provided by parents with nutritious snacks when required. Children are encouraged to take increasing responsibility for their own self-care needs and all children have access to drinks when they are thirsty. Children show that they are linking good hygiene with health when they take a hand-wipe with which to wash their hands after playing with the malleable dough. They have free access to tissues and place them in the bin when soiled. This demonstrates a growing understanding of self-care and good hygiene. It also prepares children for independent care when they transfer to a new setting. Children enjoy physical play each day in the garden or local outdoor areas. This helps to foster physical health.

Children are kept safe on the premises because the childminder completes records of risk assessments to minimise hazards. They demonstrate a growing understanding of risk and potential hazards. For example, children explain that scissors 'are sharp and can cut you', and go on to explain that some scissors need to be put out of reach of the younger children who may not understand this. Children access some resources freely and the childminder provides materials, in line with planned activities, from a good range which is suitable to promote all areas of learning. However, very young children are not able to freely access resources and make independent choices due to the large stacked boxes placed beneath the stairs. The childminder is required to lift boxes from behind, or on top of, the boxes as children tell her what they would like out. This means that opportunities to lead their own learning are not optimised. Consequently, children's self-selected learning is not maximised.

The effectiveness of the leadership and management of the early years provision

The childminder has a firm understanding of safeguarding and she ensures that children's welfare is assured. A clearly written procedure for safeguarding is shared, and discussed, with parents. This identifies the importance that the childminder places on her role. The appropriate checks for all household members are in place. She implements thorough procedures that protect children when they are away from the home and she supervises children vigilantly at all times, both inside the home and when outdoors or during outings. The use of mobile telephones and cameras is not permitted in the setting and a poster is held that illustrates this for visitors. The childminder implements thorough procedures that protect children during excursions and uses detailed risk assessments. As a result, children are safe both in, and outside of, the home.

The childminder sets good standards for the quality of care that she offers. All documentation and procedures, as required by the Early Years Foundation Stage, are in place. The childminder shares a broad range of policies with parents to underpin the professional relationship. Parents are involved in the day-to-day care of their children and work closely with the childminder to support children. The childminder supplies an electronic copy of all photographs taken by her during the day to parents. This helps her to share the children's progress with them. Face to face contact, and contact by electronic means, enables the childminder to seek parents views on all aspects of care. The

childminder uses reflective practice to help her to develop the care provided. She seeks children's views and enhances her provision and planning accordingly. For example, to supplement an interest in puzzles the childminder sources more advanced puzzles and she provides resources for all children to explore their interests in making cards for their friends. The childminder ensures that she reflects current legislation and up-to-date childcare issues in her practice by reviewing all new documentation. She attends relevant important training, such as safeguarding, to refresh her knowledge. Consequently, the childminder is able to demonstrate a drive for improvement and continued good provision.

The childminder is not currently caring for any children with special educational needs and/or disabilities. However, she is fully aware of the importance of working with other professionals where necessary. She is not currently caring for any children who attend other settings although is fully prepared to work with other key persons to ensure consistency in learning and development for children. The childminder continues to adapt and review her own observation and assessment methods and demonstrates a good knowledge of the characteristics of learning. As a result, children make good progress. Children in this setting have a positive experience that forms a good base for continued well-being, learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY344544
Local authority	Hertfordshire
Inspection number	878267
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	25/01/2011
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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